DOCUMENT RESUME

ED 173 288 SP 013 909

TITLE	Personalized Reading Instruction in Middle, Junior, Senior High Schools (Utilizing a Competency Based Instructional System). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
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CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Inservice Teacher Education; Instructional Materials; Performance Based Education; Program Development; Reading Comprehension; *Reading Diagnosis; *Reading Programs; Secondary Education; *Teaching Techniques; *Validated Programs

ABSTRACT

The described inservice teacher education course is designed for teachers at the middle, junior, and senior high school levels who are interested in developing diagnostic and remediation skills in reading. Included in this informational report is an outline of the textbook contents, activities and resources involved in the course, and ordering information for materials. A critique of the course is provided. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: PERSONALIZING READING INSTRUCTION IN MIDDLE, JUNIOR, SENIOR HIGH SCHOOLS (Utilizing a Competency-Based Instructional System)

Publication Date(s): 1977

Intended Users: Classroom teachers, reading specialists who are interested in developing skills in the reading classroom

Grade Level(s): Middle, junior, senior high school

Number: Class-sized group

Primary Focus: Development of reading skills throughout an entire school curriculum; including strategies for improving content area of instruction and increasing interest in reading are highlighted.

School subject(s) and/or in-service topic(s) covered:

Reading is the school subject covered. Inservice topics include: understanding the meaning of reading, matching reading needs to classroom materials, planning diagnostic - prescriptive instruction, developing one effective reading program, and practicing teaching reading at the performance and consequence level.

What participant does in using the materials: The participant:

- Reads text, chapter by chapter,
- Takes pre-assessment test,
- Performs enabling activities as directed,
- Discusses topics on each chapter with peers, and
- Tries out ideas and methods discussed in classroom.

Resources: Materials and personnel required include:

- Coordinator
- Classroom space and equipment
- Other teachers
- Students
- Tape recorder
- Administration/organizational support

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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Describer critique:

This is an excellent tool in content and lay out. It gives a practical presentation, with model lessons and full directions for execution. Language and scope are both superior, as are charts and checklists. The product includes a wealth of material that lends itself to a training program full of variety and interest.

content areas - diagnosis - remediation - programs - competency-based approach.

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B. In-Depth Information

1.0 PURPOSES:

The developers state the following:

"The purpose of this book is to help you develop the skills that you will need to teach reading in the...classroom."

"The intent is not just to improve reading skills but to refine teaching strategies which also improve content area instruction and create an appreciation of and interest in reading."

The text concerns itself with ways in which both the classroom teacher and the reading specialist may use content area materials to individualize learning.

The product's goal is to provide information for teachers so that they can increase their skills and deepen their understandings of reading and reading methods in all curriculum areas. It aims also to convince teachers that they all need to know how to teach reading, whatever their primary subject area is.

2.0 CONTENT — Scope and Sequencing of Topics:

A printed text of 544 pages

Table of Contents

Part I	Understanding the Meaning of Reading	
Chapter 1.	Identifying Role of Secondary School Teacher in Reading Instruction	4 pages
Chapter 2.	Identifying Vocabulary	11 pages
Chapter 3.	Identifying Comprehension Skills	20 pages
Chapter 4.	Identifying Study Skills	29 pages
Part II	Matching Reading Needs to Classroom Materials	
Chapter 5	Determining Student's Reading Ability	22 pages
Chapter 6	Identifying Reading Problems With Tests	25 pages
Chapter 7	Planning Reading Instruction in the Content Area Classroom	26 pages
Chapter 8	Adapting Content Area Materials to Student's Reading Ability	27 pages
Part III	Planning Diagnostic-Prescriptive Instruction	
Chapter 9	Using Diagnostic-Prescriptive Techniques	30 pages
Chapter 10	Teaching Vocabulary, Comprehension, and Study Skills	30 pages
Part IV	Developing an Effective Reading Program	
Chapter 11	Utilizing Materials Designed for Teaching Reading	40 pages
Chapter 12	Using A Variety of Organizational Approaches for Teaching Reading	46 pages
Part V		
Chapter 13	Practicing Teaching Reading at the Performance and Consequence Level	84 pages
Appendix A	Teacher's Copy of Reading Inventory	25 pages
Appendix B	Concise Guide to Standardized Reading Tests	10 pages

Material is intended to be used in sequence.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Participant:

- Reads text chapter by chapter
- Takes self pre-assessment test in each chapter
- Performs enabling activities as directed
- Reads and discusses topics given in each chapter
- Interacts with other teachers
- Tries methods and theories and practices in classroom

3.2 Help given in use of product:

A reference and bibliography list is given at the end of each chapter.
Two appendixes are given (See 2.0)
Alternate references and readings are charted.
Rationale and objectives and enabling activities are all charted, chapter by chapter.
An outline of the book is given.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Pre-requisities needed for completion of each chapter are given at the beginning of that chapter.
Self pre-assessment test, administered by participant, is given for each chapter.
A mid/post assessment could be readily devised by a coordinator.

Pre/mid/post assessments for students of participants are included and could be used as instruments to measure the progress of participants as well.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A teacher or coordinator is needed. In addition, participants should have a regular classroom and ordinary classroom equipment, other teachers, classroom students, one copy of the text per participant, and a tape recorder.

The entire text would take about a school year to cover thoroughly, but parts could be done in shorter time periods.

5.2 Distributor name/address:

Macmillan Publishing Company
866 Third Avenue
New York, New York 10022

(212) 935-7932

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PERSONALIZING READING INSTRUCTION IN MIDDLE, JUNIOR AND SENIOR HIGH SCHOOLS	$8.95	No	1/participant	Yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Developers are: Martha H. Dillner, Associate Professor
University of Houston, Clear Lake City Campus

Joanne P. Olson
Associate Professor
University of Houston, Central Campus

6.2 How developed and when:

This material was developed in 1975-1976 and published in 1977. The distributor states that the material was tested in classrooms, using the competency-based approach to teacher education.

6.3 Evidence of effectiveness with users:

No formal evidence is given, but distributor believes material was tested while being developed.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product meets the need for helping all teachers to become reading teachers, because it presents concrete lessons in a wide variety of subject areas. It is very well organized and equally well laid out. The language is straightforward; technical quality is high. The help the product provides with its many "check lists" is also of value.

Content accuracy/social fairness/community acceptance issues:

As far as can be determined, the content is accurate. Some people may object to the portion on propaganda because value judgements have to be made, though nothing offensive seems evident.

No racial or sexual bias or controversial material is evident.

Overall summary/comment:

This text is a valuable tool for its intended users because of its content and lay out. The lessons discussed are spelled out fully, serving as models for other such lessons. The language enhances the product as well. So does the product's scope. Help given by way of charts, exercises, and check lists is also of value.

The material provides enough activity, content and evaluation to expand this inservice training design into a full year's program.